District One Schools, Spartanburg County Technology Plan
July 1, 2010 – June 30, 2013

Digital Resources Enabling Achievement

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District Profile

Number of schools in the district	10
Number of students enrolled in district schools	5151
Percentage of students eligible for free and reduced lunches	50.53%
Number of English as a Second Language (ESL) students	350
Graduation rate, 3-year average	81.1%
District E-rate discount	72%

Executive Summary

Schools in District One are focused around our motto of "Student-Centered Education" with a strong commitment to student learning and continuous improvement.   The District One Technology Department supports the District in ntegration of technology into to prepare students with 21st century skills to succeed in a rapidly changing world. Seamless integration of technology is a core part of the classroom and supports the curricular goals of the school. The Technology Department manages the systems that facilitate the education of students through the administration of the district

District One has successfully implement a Technology Plan since 1996. The goal of this plan has always been to support the administrative and instructional capacity of the district for students to achieve their The District One Schools, Spartanburg County Technology Plan 2010-2013 follows. This plan is in response to the South Carolina State Technology Plan and is aligned very closely to the structure of that plan. Five dimensions are addressed, with one-year goals for each. The Technology Dimension 1 is the Learners and Their Environment. District One Schools Spartanburg County will use research-proven strategies to provide an environment for students to be technology literate by the end of eighth grade and to use technology for real life applications in grades 9-12. The Technology Dimension 2 is Professional Capacity and our goal is District One Schools Spartanburg County will provide on-going staff development to increase the technology proficiency of all staff so that all staff members can use instructional technology in the schools. The Technology Dimension 3 is Instructional Capacity. District One Schools of Spartanburg County will maintain a student-centered environment that supports student achievement by using current research-based technologies in all the instructional settings. The Technology Dimension 4 is Community Connections, a new goal for District One. While the community has always been partners in our schools, the documentation of such is limited. The goal for this dimension is we will maximize community partnerships to increase student achievement. The Technology Dimension 5, Support Capacity, has been our strength. The goal for this year is Districts One Schools will maintain the technology resources to assist staff and students in meeting the state academic standards.

Evaluation of the progress of this technology plan will be critical to the long-range plan that we will structure around these five dimensions. Analyzing how the technology effects learning will be both qualitative and quantitative.

District Needs Assessment

Technology use by staff and students as a tool for student achievement is the goal. The support structure is very strong in the district. We have had an array of staff development deliveries. But we still need to work on the connection between the teacher and student skills and classroom use. With this in main, we will maintain the support structure and present a more robust staff development plan, while focusing more on the true integration side of technology.

Technology Inventory

The general survey for the technologies in the district is entered into the Technology Counts Survey from the SDE. Our current information is stored in this spreadsheet. The business office maintains a district inventory of serial numbers in a database.

Technology Support Strategies

The Technology Department supports the best interest of the student by providing operation support, instructional support, database support and school end-user support. The functional chart

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   │        Secretary         │  │
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   │School End User Support│
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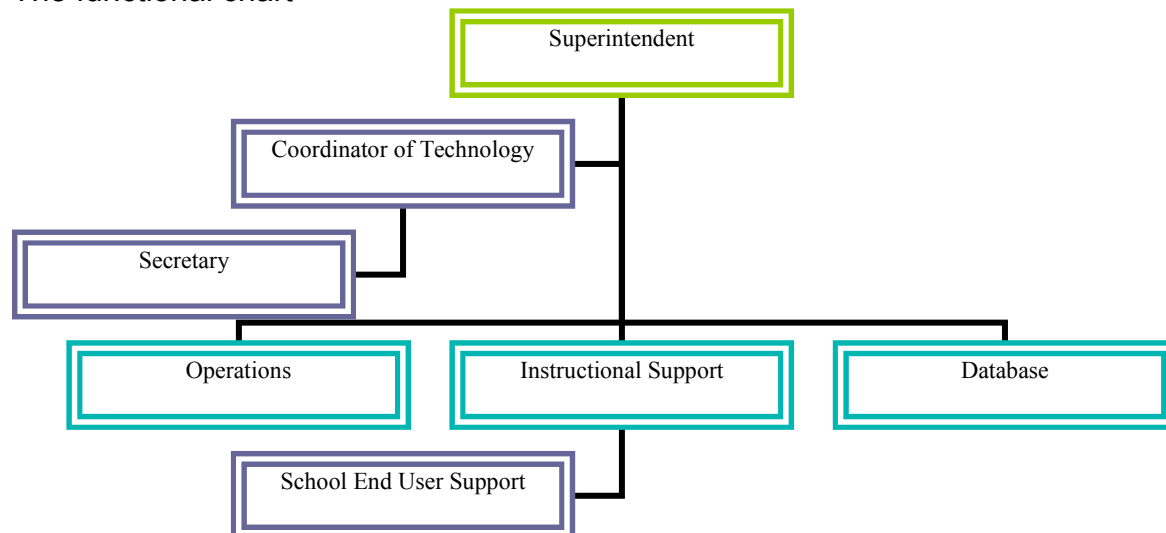
Functions of each area in the department

The **Coordinator of Technology** plans and supervises.

The part time **department secretary** acts as the procurement officer and the accounting clerk for the program.

The **operations area** includes virus protection, email, proxy protection, WAN connectivity, file server administration, end-user management, software rollouts, wiring and physical plant concerns, phone systems, surveillance systems.

The **instructional support area** oversees training, certification of technology skills, forms, document management, curriculum vertical teams, report cards, media centers, and software support.

The **database area** handles the implementation of SASI, Tranquility, CSI, the accounting software and many other specific, smaller applications.

The **school end-user support area** is the first line of defense in hardware and software troubleshooting, facilitating classroom use of technology, facilitating presentations and other audio-visual equipment in the school.

BigWebApps Help Desk & Ticket System

On August 1, 2003, BigWebApps became the required format for submitting all maintenance, SASI, technology and web page requests.
Big WebDesk is a web-based tool that is available from both inside and outside the district. BigWebDesk allows better communication between user and technician, allows a user to follow the progress of their requests and allows classification tracking which enables technicians to focus on critical areas.

Current Personnel

[Coordinator of Technology](#) (1)
[Software/Hardware Technician](#) (3)
[Secretary to Coordinator of Technology](#) (.5)
[Instructional Technology Trainer](#) (1)

Funding

District One Schools has a technology refresh plan that is funded by the general budget. Under a renovation and construction plan since 1995, funding for renovation of the physical layer of technology is covered in the renovations.

District Vision and Mission Statements

We Believe That…

- Education prepares for life.
- Effective leadership is essential.
- Top teachers create top students.
- Education is student centered.

- Education serves the welfare of the community.
- A positive climate is necessary for motivation of teachers and students.

We Envision...

- We envision a school district, which provides safe, successful havens of learning.
- We envision a school district in which parents and community members/organizations support and are actively involved in educating our children.
- We envision a school district in which the training of administrators, teachers, and auxiliary staff is comprehensive, ongoing, and focused on meeting assessed needs.
- We envision a school district in which all employees understand and are committed to a shared vision.
- We envision a school district in which adequate support staff and specialized personnel are employed to meet the diverse needs of the student population.
- We envision a school district in which the creative attitudes of administrators, faculty, and staff are valued and nurtured in an effort to meet the ever-changing needs and demands of society.
- We envision a school district that is characterized as "world class" as a result of the outstanding accomplishments of school, teachers, and students.

Our District Goals...

- Students will demonstrate the desire, ability, and skills to learn new information and solve new problems.
- Students will contribute positively to the overall school climate and to the betterment of the community.
- Students will select rigorous and challenging courses preparing them for post-secondary education.

Our District Strategy...

- Employ well-trained teachers, administrators, and staff and implement continuous training for all employees.
- Provide a safe, success-oriented environment conducive to learning.
- Implement innovative programs and curricula working continuously to achieve optimum community/parent support and involvement.

Our District Mission Statement…

The mission of Spartanburg School District One is to educate all students in a safe and positive environment for the purpose of developing responsible and productive citizens

by seeking constant improvement and innovation through mutual cooperation of home, school, and community.

The Technology Department of Spartanburg School District One Vision and Mission Statement

Who We Are

The Technology Department of Spartanburg School District One provides support for all computerized or electronic automated information handling throughout the district. All functions of voice communications, electronic communications, audio/video technologies, local and wide area networks, workstations, software development, Internet applications and data management are managed through the IT department. This centralized management of technology services encompasses all divisions of the district including instructional technology integration, administration and operational technologies. In addition, the Technology Department also trains the staff of the District in computer skills and integration of technology into the educational environment.

What We Believe

Spartanburg District One Technology Department values:
- The integration of technology into education that will help to prepare students with 21st century skills to succeed in a rapidly changing world.
- Seamless integration of technology that is a core part of the classroom and supports the curricular goals of the school.
- The management of support systems that facilitate the education of students through the management of the district.

Our Mission

The Mission of the Technology Department is to maintain the infrastructure of the district, assist instructional leaders in using technology effectively and to lead the district in technology related decisions.

The State of South Carolina's Five Technology Dimensions

Learners and Their Environment

Goal: Embed digital information systems into research-proven instructional strategies so that our students achieve technological literacy, attain 21st century skills, and meet the state's academic standards.

Business and industry leaders repeatedly discuss the need for the workforce to possess 21st century skills and the American public agrees. In a survey of registered voters conducted September 2007, 70 percent defined computer and technology skills as "basic skills." They also see critical thinking and problem-solving skills as core 21st century skills. Those polled ranked these abilities as almost as important as reading comprehension to competing in today's economy.

This dimension relies on strategies to enable students to meet the state's high academic standards and master core 21st century skills. The environment should be one of shared learning and should be designed to enhance student academic achievement through scientifically based learning practices and modern technologies.

Professional Capacity

Goal: Provide curriculum development and professional development/training to increase the technical competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can continue to increase student achievement. This includes assistive technology.

Professional capacity emphasizes strategies to develop ongoing and sustained professional development programs for all educators—teachers, principals, administrators, instructional technology personnel, guidance counselors, school library media personnel, and technical staff.

Instructional Capacity

Goal: Use current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.

Instructional capacity targets the development of strategies to integrate technology into curricula and teaching and also explores ways to promote teaching methods that are based on solid and relevant scientific research.

Community Connections

Goal: Use technology, including assistive technology, and digital information systems to maximize community involvement and community partnerships and so increase student achievement.

This dimension supports the development of partnerships and collaborative efforts to provide technology-related activities and to maximize community involvement in education in ways that will increase student achievement and teacher technology proficiency.

Support Capacity

Goal: Expand and support technology resources to assist educators and learners in attaining 21st century skills and meeting the state academic standards.

Support capacity underscores the necessity of physical and staff infrastructure and supporting resources such as services, software and other electronically delivered learning materials, and print resources in order to ensure efficient and effective uses of technology.

Plans for the Five Individual Technology Dimensions

Technology Dimension 1: Learners and Their Environment

A. Snapshot of Current Technology Use in District

District One Schools will ensure students meet the state academic standards, and our District Technology Plan supports this.   Since the first technology plan in 1996, the district has been engaged in a continuous effort to integrate best practices in instructional technology into instruction. Our goals based on the success of the students and include:

1. Improve overall student academic achievement
2. Ensure students become technologically literate
3. Improve curriculum design and pedagogies with 21st century skills as a framework

B. Overall Goal for This Dimension

District One Schools Spartanburg County will use research-proven strategies to provide an environment for students to be technology literate by the end of eighth grade and to use technology for real life applications in grades 9-12.

C. Objectives, Strategies, and Action List to Reach Goal

Objectives	Strategies
1.1. All grade levels of students will have technology skills that will be acquired and demonstrated.	A. Elementary students will have time in the computer labs and in classrooms to work on technology skills. B. Technology skills will be integrated in to the expectations of all content areas. C. Teachers will have resources at their fingertips to teach technology concepts and "how-to" skills. D. Ensure the programs support keyboarding proficiency by the eighth grade. E. Assistive technology will be in the schools to
1.2. Students in grades 9-12 will demonstrate real life use of technology skills.	A. Desktop publishing and other higher level technology skill classes available in all high schools. B. Each 9th grade student will participate in an online course in study skills or another topic of interest. C. A Virtual School will be launched for credit recovery and to assist in flexible scheduling D. Assistive technology will be in the schools to aid special needs with use of technology.

Action List
1. Use the IMPACT: Teaching and Learning for the 21st Century South Carolina K-12 Information Literacy and Technology Integration Guide to guide technology integration in the classrooms.
2. Work with elementary administrators to ensure that schedules allow for adequate time in the computer lab.
3. Work within the vertical team structure to ensure technology components are addressed in each content area and each grade level.
4. Implement the Virtual School hardware and software, including appropriate content.
5. Introduce new assistive technologies into the special education classrooms and monitor the success.
6. Routinely use e-Portfolio as the assessment tool for 8th grade proficiency.

D. Funding Considerations for District and Schools
1. Certified Staff for the computer labs

2. Lesson Plan materials for the computer labs.
3. Skill development materials for the classroom.
4. Technology refresh funding so all equipment is up to the requirements.
5. Cost of Learning Management System for Virtual School
6. Cost of appropriate curriculum content for Virtual School

E. Evaluation of Objectives

Strategies	Evaluation Method
Elementary students will have time in the computer labs and in classrooms to work on technology skills.	Amount of time per student per week in computer labs. A minimum will be established for the district.
Technology skills will be integrated in to the expectations of all content areas.	Survey of students pre and post school year.
Teachers will have resources at their fingertips to teach technology concepts and "how-to" skills.	Survey of staff pre and post school year.
Ensure technology proficiency by the end of 8th grade	Assess with e-Portfolio. Percent of students that are technology proficient will improve by 10% each school year.
Assistive technology will be in the K-8 schools to aid special needs with use of technology.	Survey of teachers and students and staff pre and post school year.
Assistive technology will be in the high schools to aid special needs with use of technology	Survey of students and staff pre and post school year.
Desktop publishing and other higher level technology skill classes available in all high schools.	All plans, materials in place by the end of school year 07. Program implemented by 08.
Virtual School will be placed in the high schools.	Program implemented by 2010.
Each 9th grade student will participate in an online course in study skills or another topic of interest.	Completion of 90% of all 9th grade students of one online course by the end of the freshman year.

F.   Current Best Practices in District
       O.P. Earle Library

Technology Dimension 2: Professional Capacity

A. Snapshot of Current Technology Use in District
Meaningful, sustained professional development is the key to ensuring that District One Schools' staff is using research-proven technology integration across the curriculum. Currently we partner with Converse College to offer gradate level technology graduate courses for each school year. The technology department has an intranet that maintains files of "how to's" for all software in the district. Each new hire must complete NETO-New Employee Technical Orientation – before they are added to the network. Through the five year recertification cycle, all staff must be recertified by the District Technology Department in technology proficiency. Technology Leaders in each school attend Advanced Technology Workshops each month.

B. Overall Goal for This Dimension
District One Schools Spartanburg County will provide on-going staff development to increase the technology proficiency of all staff so that all staff members may use instructional technology in the schools.

C. Objectives, Strategies, and Action List to Reach Goal

Objectives	Strategies
2.1. All District One staff will acquire and demonstrate technology proficiency based on the NETS-S or district defined technology skill sets.	A. All staff that are new to District One Schools will take NETO, New Employee Technical Orientation. B. The Technology Department will use a 5-year cycle of technology certification for all certified staff. C. Computer-based instruction is delivered for all skills that a teacher needs. D. Peer groups for teachers in the same recertification cycle will be formed at each school. E. Hands-on training is delivered to bring teachers up to a standard that they cannot master on their own. F. Principals and Administrators will demonstrate technology proficiency based on the NETS-S along with district defined standards.
2.2 Insure base level of teacher and	A. All staff that are new to District One Schools

staff technology competency.	will take NETO, New Employee Technical Orientation.
	B. Provide access to CBT for teachers and staff to enhance technology skills.
	C. All Teachers will work to obtain e-Portfolio Level 3 or greater.

Action List
1. Each school will host a meeting of all this year's recertification renewal staff to cover the requirements of the technology proficiency.
2. Form peer-to-peer meetings so that all staff has a support group in learning the technology.
3. Locate materials that support the integration of the technology into classrooms and place in the appropriate location
4. Build up CBT resources.

D. Funding Considerations for District and Schools
1. Materials for the reward system of the Teacher Technology Proficiency
2. Materials for the integration of the technology into classrooms
3. Sustain the intranet, the current location for CBT and other professional development resources.

E. Evaluation of Objectives

Strategies	Evaluation Method
2.1. All District One staff will acquire and demonstrate technology proficiency based on the NETS-S or district defined technology skill sets.	Using the state's e-Portfolio assessment, teachers with Level 3 will increase 10% each school year.
2.2 Insure base level of teacher and staff technology competency.	100% of teachers that use district resources will complete NETO.

F. Current Best Practices in District

District Data Learning Team Initiative

Technology Dimension 3: Instructional Capacity

A. Snapshot of Current Technology Use in District

The hardware in classrooms in District One Schools supports the whole classroom approach to the presentations. We have at least one computer in each regular classroom. The teacher can use it with a projector that she can use from the media center or with the stationary TV that is in each classroom. The special ed classrooms have 4 computers in each so that students may access more software. There are special area classrooms such as journalism, where technology is vital to the curriculum. Each of these classrooms is appropriately equipped with both hardware and software. Computer labs are available in each school for enrichment. Media centers have mini-labs, where there are enough computers for at least half of a class to use the Internet for research. he ratio of students to computers is 3:1 in the district.

All computers have Internet access, provided by the state network. There are many applications that are district wide such as StreamlineSC and DISCUS. Softwares that test children are regularly used. Accelerated Reader is in each classroom K-8. NWEA MAP benchmark tests are in classroom and are used in grades 2-10 in our district. Prescriptive software identifies areas of academic standards that are needed for the individual child and then produces lessons for these children. Graphing calculators, probes and robotics are also there for hands-on activities. Lesson plans using GPS devices are a big hit. The school district has a set that the teachers check out and use across all content areas. District One has lots of great technology going on where well-trained staff and students are meeting – in the classroom.

Overview of Technology Resources in District One Classrooms

District One Schools has integrated the following technology into all instructional spaces:

- Networked, high-end teacher computer
- Networked black and white printer
- 100 Mbps wired Ethernet network connectivity to local school network
- Internet access via local network to central 100 Mbps Metro-Ethernet
- Streaming digital video aligned with curriculum standards (StreamlineSC)
- Smartfilter BESS content filtering system for Internet access control
- Color networked printer, available in central locations throughout the school
- Networked fax and scanner capabilities in central locations throughout the school
- Access to digital video cameras and digital still photo cameras
- Collection of local and web-based curriculum software

District One Schools has integrated the following additional technology into all high school instructional spaces and core curriculum spaces in the middle schools.

- Telephone communications in each classroom

- Ceiling-mounted projector
- Document Camera
- Sound system
- Access to wireless mobile laptop cart
- Wireless Networking (802.11 b/g)
- Video over Ethernet media access system (Vbrick EthernetTV)
- Student computers – various quantities from 1–10 stations
- Mounted Interactive Whiteboard

B. Overall Goal for This Dimension

District One Schools of Spartanburg County will maintain a student-centered environment that supports student achievement by using current research-based technologies in all the instructional settings, including the hardware needed to allow access to both students and teachers.

C. Objectives, Strategies, and Action List to Reach Goal

Objectives	Strategies
3.1 Expand the use of digital resources for students	A. The district will provide stable and easily accessible resources to students. B. The district will make as much of the resources available at home and all day. C. Teachers will be versed in the standards where technology resources can aid instruction.
3.2 Teachers will share lesson plans and strategies for the integration of technology in the classroom.	A. The district will maintain the "warehaus" for teacher resources. B. The district will support all special areas, regular classrooms and special education classrooms in lessons with technology integrated into them.
3.3 Multimedia equipment and software for teaching and learning will be accessible and easy to use.	A. The district will manage the equipment in all instructional areas to support student achievement.

Action List
1. The district will promote the resources to students such as DISCUS, StreamlineSC, Video on Demand, teacher websites, Destiny, the district library catalog..
2. The technology department will work with teachers in the V-Team meetings, departmental meetings and so forth so that there is a technology component in each group's lessons.
3. The "warehaus" will be organized and promoted for teacher resources and the teachers will be trained in sharing resources there.
4. The inventory will be studied to allow for aged equipment to be refreshed. The ideal classroom policy will be covered with school administrators so that

classrooms are set up in the most effective ways and the connectivity has been addressed.

D. Funding Considerations for District and Schools
1. Technology refresh for classrooms
2. Funding of the portal for collaboration to work smoothly
3. Fund the BigWebApps for communication for needs in technology

E. Evaluation of Objectives

Strategies	Evaluation Method
The district will provide stable and easily accessible resources to students.	Downtime of resources is measured.
The district will make as much of the resources available	Increase in the resource available from pre-assessment to post assessment for school years 06 and 07.
Teachers will be versed in the standards where technology resources can aid instruction.	Pre-assessment of lesson plans and post assessment. A technology component is included in each plan by the end of school years 06 and 07.
The district will maintain the "warehaus" for teacher resources.	The number of lesson plans in the "warehaus" will increase.
The district will support all special areas, regular classrooms and special education classrooms in lessons with technology integrated into them.	Technology components of training will be scheduled in each area. A calendar and roster of attendance will show the areas are supported.
The district will manage the equipment in all instructional areas to support student achievement.	BigWebApps will report management of resources.
The district will provide a web site for online lesson plans and move lesson plans from the Warehaus drive.	The amount of lesson plans will be quantified.

F. Current Best Practices in District

Technology Dimension 4: Community Connections

A. Snapshot of Current Technology Use in District

Community partnerships are a huge success in School District One. We have mentors and advisors in all aspects of the district business. We have regular communication between home, school, and community. Our website is award winning http://www.spartanburg1.k12.sc.us. Local libraries work very closely with the schools for the overall achievement of the students. We donated hundreds of computers to Manning Correctional Institution to upgrade them for other districts. We have provided and support computers in Head Start all over Spartanburg County. Computer labs are used for family use, job skills and the parks and recreation department in Spartanburg County. The overall weakness however is the need to standardize and document the programs from school to school.

B. Overall Goal for This Dimension

The goal for this dimension is we will maximize community partnerships to increase student achievement.

C. Objectives, Strategies, and Action List to Reach Goal

Objectives	Strategies
4.1. District One Schools will continue to utilize community resources to foster collaboration for the achievement of students.	A. Work with the existing partnerships in the district to formalize the partnership. B. Bring on new partnerships where there are needs so that community partnerships are in each school attendance area. C. Document the community partnerships in a district-wide database.
4.2. The school districts will provide after-hours training and community access to labs, media centers, and classrooms.	A. Specific community needs will be taught. B. Provide access to resources like computers and the Internet C. Work with AmeriCorpss grant students to give them the technology skills to lead the community in some after hours training.
4.3 The school district will work with the Lion's Club to provide the students with computers in their homes where needed.	Work with Microsoft to obtain the Microsoft Fresh Start Windows licenses for the Lion's Club for donated computers being sent to student families.

4.4 Provide and maintain district web site with community resources.	Post to the District One web site information of interest to the community audience, such as events and resources.

Action List
1. Create a district-wide database.
2. Collect the specific needs in each community and school and find good partners in faith-based, service organizations, businesses or with parents.
3. Survey the community for their needs for after-hours access.

D. Funding Considerations for District and Schools
1. Operations of the facilities after school day hours
2. Salary of staff that work in community projects after hours
3. Grant writer and administration for grants that fund community and school partnerships

E. Evaluation of Objectives

Strategies	Evaluation Method
Work with the existing partnerships in the district to formalize the partnership.	Record the time spend and accomplishments of projects with the community. Since this is the first time that these things are recorded, this will be a baseline.
Bring on new partnerships where there are needs so that community partnerships are in each school attendance area.	Increase the number of partnerships for each school in the district.
Document the community partnerships in a district-wide database.	Availability of the database to all schools and survey on the ease of use.
Specific community needs will be taught.	Survey of needs matched to the projects that are offered.
Provide access to resources like computers and the Internet	Counts by sign in sheets will indicate numbers that use the access
Work with AmeriCorps grant students to give them the technology skills to lead the community in some after hours training.	Quantity of sessions and number of attendees.

Post information for the community audience to the District One web	Record page hits.

F. Current Best Practices in District

Holly Springs Motlow IBM Mentor Place

Technology Dimension 5: Support Capacity

A. Snapshot of Current Technology Use in District

South Carolina recognizes the vital role of technology support systems to provide the foundation for teaching, learning, communication, and administration in the public schools. The state's investment in technology resources can be seen in the amount of hardware and connectivity available to the schools. State goals have been met in critical areas such as the number of servers per school and the number of schools connected to a wide-area network (WAN). The state has scored an overall high-tech rating for the number of computers in its schools. Connectivity has been a priority—a fact demonstrated by the Educational Testing Service's having recognized South Carolina as a national leader in ensuring 100 percent connectivity in its schools (ETS 1997). In addition to backbones, factors of paramount importance are hardware and software, adequate support, technical assistance, maintenance, daily operations, and upgrades. Funding programs such as the School Renovation, IDEA, and Technology Grants have helped high-need schools make building, network, and technical repairs.

B. Overall Goal for This Dimension

The goal for this year is Districts One Schools will maintain and upgrade the technology resources to assist staff and students in meeting the state academic standards.

C. Objectives, Strategies, and Action List to Reach Goal

Objectives	Strategies
5.1. The school districts will ensure that all instructional spaces have the technology resources that are easily available.	A. Maintain a technology inventory that takes into consideration special area instructional spaces. B. Implement a plan for the physical requirements for the technology in the instructional spaces. C. Communicate with students and teachers on their expectations and needs in the specific instructional areas.

5.2. The district will have a network that is secured.	A. Increase the knowledge of the technical staff in the maintenance of the firewall. B. Monitor all traffic in and out of the network. C. Install BESS filter. D. Install malware software. E. Use of VPSs.

D. Funding Considerations for District and Schools
1. Salary of the technology staff
2. Firewall and virus protection
3. Technology refresh for all equipment

E. Evaluation of Objectives

Strategies	Evaluation Method
Maintain a technology inventory that takes into consideration special area instructional spaces	Surveys of teachers
Implement a plan for the physical requirements for the technology in the instructional spaces.	Photos of model spaces and comparison to actual spaces.
Communicate with students and teachers on their expectations and needs in the specific instructional areas	Pre and post surveys
Increase the knowledge of the technical staff in the maintenance of the firewall.	Pre and post assessment
Monitor all traffic in and out of the network	Reports of the traffic

Acknowledgements

This section must contain a list of stakeholders that shows a wide diversity of school and community members who contributed to the planning process.

Name	Position
Donna Pace	CATE Business Teacher
Cheryl Berry	Coordinator of Technology
Beth Kennerly	Elementary Media Specialist
Emma Wilkins	Elementary Media Specialist
Brenda Linder	Elementary Teacher, Wire Wiggler
Nita High	Elementary Principal
Shayne Daugherty	High School Assistant Principal
Debbie Belue	Elementary Media Specialist
John Macomson	President and CEO of Carolina Software As A Service
Rita Mathis	CATE Business Teacher
Leith Murph	Elementary Computer Lab Manager, Gifted and Talented Teacher
Trish Beason	Secondary Curriculum Administrator
Susan Atkins	School Secretary
Jimmy Pryor	Instructional Technology Traininer
Sundra LaCroy-Smith	High School Computer Lab Manager

Appendixes

Appendix 1: No Child Left Behind Action Plan

The No Child Left Behind Act (NCLBA), the reauthorization of the Elementary and Secondary Education Act that was enacted in January 2001, sets forth new requirements for state and school district technology plans. District One Schools responds to the NCLB requirements.

1. Enhancing Education through Technology (E2T2) formula funds are spent in the 2004-2005 school year in Inman Elementary School in the Rise and Shine Program to improve the academic achievement, in grades 3-6. The program trains teachers how to utilize the data gained from instructional technology, provides opportunities for the children in the group to master state math standards and support proven research-based initiatives in the classrooms of these children.

2. Advanced technology to improve student academic achievement aligned with challenging state academic content and student academic achievement standards. This explanation should include a description of the curriculum and teaching strategies that integrate technology effectively into curricula and instruction, based on an intensive review of relevant research.

3. Barriers that exist among the students and staff of District One Schools such as gender, race, national origin, color ethnicity, and age are addressed continually through the daily assessment of the classroom teacher, the District Coordinator of Special Services and the local school administration. The classroom teachers will include in their planning, remedies to any barriers that currently exist or arise during the implementation of this project. All buildings are physically outfitted for equal access for all staff and students. In the event that a barrier arises, the school level administration will bring it to the attention of the district level administration and immediate remedy will be made. General funds will be used to fund the remedies.

   Access to educational technology will be assessed during the school year 2004-2005. Where assistive technologies can give greater access, the school district will implement the measure needed. IDEA money during 2003-2004 has been spent in School District One to purchase many sound systems, spellers and other such assistive technologies.

4. The E2T2 formula funds of $13,419.8, along with local sources of $11,837.13 are being spent to ensure that students at Inman Elementary School, with a free and reduced lunch count of 53%, are using technology to ensure the student is getting individualized instruction. The instruction is in a wide variety of instructional approaches and moves the student from basic skills to critical thinking. Workshops with special instruction for teachers to maximize the use to the new technology are

being delivered.

5. Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local education agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the local education agency involved in providing the ongoing, sustained professional development. In addition to the Teacher Technology Proficiency, custom standards have been developed based on specialized user groups. The list of these follows:

CATE Staff	SASI Database Manager
Computer Lab Managers	SASI Security Officers
Elementary Science and Math Coach	Secretary at the District Office
Guidance	Secretary at the school
Instructional Technology Coach	Special Education Teacher
Media Specialist	Teachers of the Year
Nurses	V-team
Pathways	Wire Wiggler
Principals and Administrators	

6. The type and costs of technologies to be acquired for your technology program through the use of E2T2 formula funds are all spent in Instructional.

Salaries	360.00
Purchased Services	3000.00
Supplies and Materials	10,059.87
	$13,419.87

The funds are used for staff development and math software that will be used in grades 3-6 at Inman Elementary.

7. District One Schools has a three-tier electronic delivery system for learning materials. We discourage as little print as possible and store all files electronically so that staff can access them on the fly and print only as needed. The three tier system is

	Audience	Examples of materials
Internet	Constituents and business; Parents and Students	Activities for students and families; who to contact
Intranet	Teachers and Administrators	Lesson plans; forms; resources for curriculum standards.
Portal	Administrators and Specific Teacher workgroups	Shared calendars and project status.

While this structure is in place now and works very well for the district, more resources will be placed in each tier. The portal tier will be expanded to include more teacher groups, as the portal is the tier where true collaborative information is stored.

8. District One Schools has two distance learning labs, one in each high school. The labs are used to present content that due to class size and location, our students would not have access to. Examples are French III, Micro-economics and Macro-economics.

9. Several schools have started collecting parent email addresses in order to offer faster communication between teacher and parent as well as to give parents an easy way to handle school-required forms. District webpages are used to allow anyone in the community access to information concerning both individual schools and the district as a whole. Teacher web pages give our teachers an effective way of reaching parents with classroom specific information, which then allows parents to be informed of topics, their children will be studying at particular times throughout the school year. School webpages offer parents often-used information such as school contact phone numbers, after-school activities, lunch menus, fees, and more. Some of our teachers have also started using web services to allow parents to view homework assignment information online.

10. District One Schools, in conjunction with SC First Steps, Spartanburg County Adult Education and Spartanburg School District 2, have established a Family Literacy Center. Services include adult ed classes, parent education, and child development classes.

11. District One Schools will begin by surveying teacher skills and their use of technology in the classrooms. From that point customized training will be developed and implemented through outside contractors. With an emphasis on challenging students, teachers will be given training opportunities to expand their skills and further integrate technology into their lessons. Continual evaluations will be performed through random surveys, staff development documentation, reporting procedures and classroom observation.

12. BigWebDesk is a web-based service request software tool, which allows every employee in District One Schools access by Internet. Using BigWebDesk, each employee can communicate quickly and easily with both school-level and district-level technicians. This tool effectively speeds up service requests which in turn ensures less down time when using classroom technologies. By also allowing employees to follow the progress of their requests, teachers may plan around known equipment problems.

    Another tool is the portal, which is a web-based service allowing protected data transfer and collaborative documentation easily accessible from any Internet connection. The District One Schools' portal tier will be expanded to include all teachers by adding small groups of teachers over a period of time, thereby allowing those small groups more individualized support until the teachers are comfortable with the technology.

Appendix 2: Teacher Technology Proficiency Proviso Professional Development Plan

Technology Proficiency Plan Components

Standards	Our district has developed <u>standards</u> that are aligned to the ISTE Teacher Technology Standards.
Professional Development	A. Online CBT for each of the standards B. Peer-to-peer groups at each school of all staff in their recertification program. C. After school recertification training on skills for staff that need hands-on.
Assessment Strategies	On-going assessment to measure integration of technology into the classroom curriculum in collaboration with the building level administration. Technology department administered assessment, portfolio and online self-assessment.
Remediation Strategies	A school level mentor and observation of model classroom will be used for remediation
Timeline	

Appendix 3: Acceptable Use Policy

District Policy IJNDB - TECHNOLOGY RESOURCES, INTERNET

The Board of Trustees believes that any use of the Internet should be in support of education and research and consistent with educational objectives of our district.

All Internet users within District One Spartanburg are expected to act responsibly, ethically and legally in accordance with District One Acceptable Use Guidelines and the laws of the states and United States. Guidelines will be distributed to all students, teachers, staff and administration.

Student Internet activities will be monitored by the district to deter students from accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are harmful to minors. The school district will use technology protection measures to protect students from inappropriate access.

The district will provide reasonable notice of at least one public hearing or meeting to address and communicate its Internet safety measures.

The Full Administrative Policy can be found at

http://www.spart1.org/do/departments/Technology/

Appendix 4: How E-Rate Areas Have Been Addressed
District One Schools complies with the Telecommunications Act of 1996 the following areas:

We maintain CIPA Compliance so that the state can apply for E-Rate on our behalf. This is for the state network for access. We have applied for E-Rate in 2004 for Telco for wireless communication, internal phone systems and the distance learning connection.

Goals

The District One technology plan has clear goals, objectives and strategies for using the state network and the telecommunications. All goals are for the achievement of the students in District One. The Technology Dimension 1 is the Learners and Their Environment. District One Schools Spartanburg County will use research-proven strategies to provide an environment for students to be technology literate by the end of eighth grade and to use technology for real life applications in grades 9-12. The Technology Dimension 2 is Professional Capacity and our goal is District One Schools Spartanburg County will provide on-going staff development to increase the technology proficiency of all staff so that all staff members can use instructional technology in the schools. The Technology Dimension 3 is Instructional Capacity. District One Schools of Spartanburg County will maintain a student-centered environment that supports student achievement by using current research-based technologies in all the instructional settings. The Technology Dimension 4 is Community Connections, a new goal for District One. While the community has always been partners in our schools, the documentation of such is limited. The goal for this dimension is we will maximize community partnerships to increase student achievement. The Technology Dimension 5, Support Capacity, has been our strength. The goal for this year is Districts One Schools will maintain the technology resources to assist staff and students in meeting the state academic standards.

Professional Development

All District One staff will acquire and demonstrate technology proficiency based on the ISTE-A or the ISTE-T or district defined technology skill sets. An Instructional Technology Coach will be provided in one elementary school to pilot the program for the rest of the district. This will ensure that all District One staff is developing skills in new technologies.

Assessment

District One uses The CEO Forum on Education & School Technology & Readiness (STaR) Chart, locate at http://www.ceoforum.org/starchart.html to assess the technology used in the district.

Funding of Technology

District One Schools plans for the maintenance of the instructional technology through the funding of a technology refresh of workstations every four years. On-site warranty is funded for the workstations. WAN and LAN equipment is refreshed on a five-year cycle. In the event of failure, we have maintenance agreements

Evaluation

Evaluation of the progress of this technology plan will be critical to the long-range plan that we will structure around this new structure. Year 1 will be the model for us as we build the full five-year plan. Analyzing how the technology effects learning will be both qualitative and quantitative. For evaluation we will use the "Indicators of Engaged Learning" by NCRTEC as our guide for instructional practices with technology. The SEIR-TEC technology integration progress gauge will be used to measure our progress and impact.

Appendix 5 – General Budget for 2010 – pending Board of Trustees approval

Line Item	Description	Budgeted
100	Salaries	290,720
200	Employee Benefits	100,641
300	Purchased Services	120,000
332	Travel	8,000
400	Supplies	-0-
500	Capital Outlay	80,000